



Content analysis of English Language Textbook of Jammu and Kashmir State Board of School Education for Class 8th from Gender Perspective

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ABSTRACT

The present study is conducted to examine the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th on gender perspective. The Content Analysis method of descriptive and statistical in nature is employed and the Evaluation Tool “Gender- wise occurrence of Evidence is used to examine the total pictures, total references, stereotype and non- stereotype activities and total occupational activities for both male and female depicted in the English Language Textbook of Jammu and Kashmir State board of School Education for class 8th. The Chi- Square test is used to test the hypothesis. . The results of the study reveal that there are significantly more picturization of male than females in the English Language textbook. It has been found that there is significantly more number of times references were made to males than females in the English Language textbook. It has been found that there is significant difference in the representation of stereotype and non- stereotype activities depicted in the English Language textbook. It has also been found that there is significant difference of total number of occupational activities for male and female indicated in the English Language textbook.

KEY WORDS: Content Analysis; English Language Textbook; Jammu and Kashmir State Board of School Education; Gender Perspective.

1.1 INTRODUCTION

Gender is a socio- cultural construct that affects attitudes, roles, responsibilities and behavior patterns of boys and girls, men and women in all societies. Gender relations differ from society to society. It is a women’s and people’s issues conditioned by power relations in multicultural societies like India. It deals with human issues encompassing diversities and differences. It has been the most challenging type of discrimination persists across cultures in developed and developing societies. When one examines the present context of gender discourses, the most important concern is how gender functions as a determinant of politics of knowledge production. Education has the inbuilt capacity of bringing social change in the context of gender relations. Therefore, conscious and functional interventions have been initiated by the Government of India to bring gender equality in education at the centre and state level. A landmark step was taken in 1986, with the formulation of the National Policy on Education (NPE) and its revised POA 1992. Same has been advocated in the National Policy on Empowerment of Women 2001. The policy promising on advocating gender sensitive curriculum for addressing gender inequalities at all levels of education. The new initiative of National Policy lays stress on “Encourage, Educate and Employ”, all without the difference of their socio-economic background.

Gender issues in education have also been depicted in Curriculum Frameworks initiated by Apex National Organization like National Council of Educational Research and Training (NCERT). In this direction Curriculum Frameworks of 1975, 1988, 2000 and 2005 have made tremendous efforts to focus attention on gender inequalities in education. The destiny has been from concern to substantial inclusion. In India gender issues in education acquired pivotal stage with the publication of the Report 'Towards Equality' in the 70's. The report recommended that welfare policies of the government in post-independent India did not help in uplifting the overall status of girls and women in the Indian society. The subsequent initiatives culminated in drifting the focus of emphasis from viewing women as a passive welfare category to critical factors of development in all sectors of the economy. In the academia, the concern for representing women's contributions in all disciplines and making the curriculum gender neutral gained momentum in the late 70s and, since then, continued. In this direction, UNESCO made a beginning in 1982 by organizing a meeting of experts on women's studies to gauge the degree of emphasis on women's contribution visible in different disciplines. The experts also studied the way in which knowledge was made in different disciplines. The findings of the workshop revealed that women's contribution was missing in the domain of Social Sciences, particularly in subjects like Sociology, History and Political Science. In subjects like Economics, Psychology and Education, too, the gender perspective was yet to be entertained. A pioneering step was taken by NCERT's Women's Studies Unit Seminar (1975) to analyze values which commensurate with the status of women in India. The proceedings of the Seminar ended with the publication of handbooks to guide textbook writers, teacher educators and teachers to make subjects like Languages, Social Science, Sciences and Mathematics, gender inclusive. Some of the important publications were- Status of Women through Curriculum: Elementary Teachers Handbook, 1982, Status of Women through Curriculum: Secondary and Senior Secondary Stages, 1984 and Status of Women through Teaching of Mathematics: A Teachers Handbook, 1984. The initiative of including gender concerns in curriculum continued in the 90s. Handbooks of teachers were revived to make teaching learning processes gender inclusive by recommended activities that would make Classroom transactions an empowering experience for all children, girls as well as boys. Two publications that reflected this perspective were - Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Primary Stage, 1996 and Women's Equality and Empowerment through Curriculum: A Handbook for Teachers at Upper Primary Stage, 1997. In addition, various biographies depicting the contribution of women in the past and the present in various fields were published during this period for sensitizing textbook authors, teacher educators and teachers. However, a landmark initiative for making a curriculum loaded with principles of gender equality and equity was the adoption of the National Policy on Education (NPE) 1986, and Programme of Action (POA) 1992. NPE emphasized on the elimination of all types of inequalities and discrimination. Furthermore, it concentrated on attending to the specific needs of those who had been denied equality. The NPE highlights that —Education will be used as an agent of basic change in the status of women. In order to eliminate the accumulated distortions of the past, there

will be a well-conceived edge in favor of women. The National Education System will play a tremendous interventionist role in the up-liftment of women. It will foster the development of new values through modifying curricula, textbooks, the training and orientation of teachers, decision makers, administrators and the active involvement of educational institutions (excerpts from National Policy on Education - 1986, p.g.6).

The Programme of Action (POA) 1992, initiated action which needed to be taken to promote education for women's equality and upliftment. It specifically outlined that the Department of Women's Studies, NCERT would intensify activities which are already initiated in the area of developing gender sensitive curriculum, removing gender inequalities from textbooks and training of trainers/teachers of SCERT and concerned State Level Boards and institutions to initiate similar work.

The National Policy for the Empowerment of Women, 2001, described the importance of making the textbook gender sensitive and free of biases and stereotypes. The policy stated that gender sensitive curricula would address one of the causes of gender discrimination i.e., sex stereotypes.

Justice Verma committee recommendation also states that gender equality needs to be integrated in the curriculum at all levels of school education and gender modules need to be developed for addressing issues of equity and equality in a sustained manner.

Despite the above mentioned commitments to gender equality and Universalization of Education for -All' at the elementary level, the ground realities depict that gender discrimination and inequalities which continue to exist in our society, get transmitted in the schooling processes. Gender bias begins from the household, gets reinforced in the schooling ethos and sustains in the society. Researches in the direction of Classroom processes and outdoor Class activities have depicted that gender inequalities and stereotypes get transmitted consciously and unconsciously by teacher educators and teachers, un-doubtly impacting the formative years of children. School textbooks and other related materials as well as a curriculum and the processes of its transaction, loaded with the principles of gender harmony and inclusiveness in all aspects are thus pertinent needs.

In the Indian context, field experiences have depicted that the most important repository of knowledge is the textbook that is largely accessed by children from different contexts. Therefore, there is an urgent need to make textual material at different stages of school education, gender inclusive/gender neutral along with establishing linkages with the actual realities of learners and their experiences. The construction of knowledge in different subjects for instilling interest, creativity and imagination in children, should attempt to eliminate notions of femininity and masculinity by suggestive activities that can jointly be done by all. The content, visuals and exercises should depict gender inclusiveness in all aspects to promote human values of caring and sharing, mutual tolerance, respect for diversity, love and care for animals and preservation and conservation of environment, etc.

1.2 GENDER ROLES

Our society assigns different roles, activities, expectations and behavior to both genders. Gender role implies those roles, activities, expectations and behavior which

are assigned to both male and female. It is the society that determines all these roles and activities according to the gender. There are mainly two gender roles prescribed by our culture i.e., masculine (characteristics related to males) and feminine (characteristics to females). These roles are not same for all cultures and societies. They vary according to the culture of a society. It is beautifully defined by Block (1973) as “a constellation of qualities an individual understands to characterize males and females in his or her culture. These qualities include activities, role relations, social position, personality characteristics and a host of abilities and behaviors”. Age, class, race, ethnicity, religion and ideologies have a tremendous influence upon gender roles. Besides that one’s geographical, economic and political climate also have an influence on gender roles. The important factors which are most important for the gender roles are as:

- Personality characteristics or traits assigned to men and women on the basis of masculinity and femininity.
- The division of labor in the society according to the activities attributed to men and Women.
- The dominance of men in personality traits and tasks is a common perception across cultures and from times immemorial.

1.3 GENDER BIAS IN EDUCATION

Gender bias in education has a strong role towards shaping students behavior. Gender bias in education can be seen when the girls are made to believe that success they have achieved is due to their hard work and not because of their inborn capacity or ability while as the success of boys is attributed to their gender. On the part of the teacher it has been found that the teachers have less faith in the academic achievement of girls than boys. It is also evident that girls receive less time and attention from teachers as compared to boys. Girls are provided less chances to get involved in classroom discussions and also handling or using scientific gadgets as compared to boys. Not only this but the textbooks also reflect gender bias when they depict male/female in various arena of life. For example the textbooks depict male dominance in every sphere such as role models, cognitive ability, professional activities, personality characteristics and achievement in different fields etc.

1.4 SIGNIFICANCE OF THE STUDY

In the Indian context textbooks are one of the main repositories of knowledge. They develop creativity, imagination and critical thinking of the children. It is an important teaching and learning material that teachers and students depend upon heavily across the country. Textbooks define boundaries of subjects at various stages of education. They link children with their actual life realities and highlight national and human issues. Implicit and explicit knowledge constructed in textual materials pertains to the fields of social science, science, mathematics, languages and other emerging and applied fields. The content of each subject is determined by experts, who develop it as per age, ability and level of understanding of children. In addition, books are an important part of the social milieu and they try to mirror social realities. In modern times globalization has led to expansion in information technology. Children can now have access to different subjects by the usage of internet, by browsing e-books and

accessing various websites. Moreover, in small towns and in the rural areas printed textual materials continues to be a main means underlying the contours of disciplinary knowledge.

Since textual materials are one of the important sources of knowledge it is most important that they highlight concerns of equity and equality, as children both boys and girls from all sections of society access them. Therefore, depiction of gender relations and their contributions are important in the thematic and content selection pertaining to all subjects and in the illustrations and visual portrayal. Textual materials throughout world and in the Indian context have been examined from different perspectives including gender. A gender analysis of textual materials would help in knowing:

- Whether textual materials related to all subjects address contributions and achievement of men and women in an equal manner.
- Whether textbooks depict heterogeneous identities of all groups in an inclusive manner.
- Whether textbooks bridge all sections of society related to gender, caste, class and religion and location.
- Whether textbooks highlight values related to masculinity and femininity or negate it.
- Whether they help in initiating desired attitudinal changes among learners.
- Whether they help in addressing various forms of conflicts.

Whether they sensitize or promote critical thinking among children for questioning stereotypes, myths and misconceptions and customary practices against to the status of women.

1.5 REVIEW OF RELATED LITERATURE

Review of related literature will help in justifying the causes of the research. It is like pointing out what is already known in the field. It is the knowledge of the field that helps us to find out the missing gaps, which could be fulfilled. It also helps the researcher to make theoretical framework and methodological focus. This section will focus only on those studies which are related to the present investigation.

Nischol,k.(1976):Prakriti Vihin Purush:Delhi Prashasan Ke Shiksha Vibhag Dwara Prakashit Hindi Bhasha ki Pathya Pushtakon mai nari aur Balika ke Chitrana ka ek Adhyanana: The researcher in this study evaluated the Hindi language textbook “Prakriti Vihim Purush” published by the Education Department of Delhi administration. The objective of the study was to examine the portrayal of women and girls in the textbooks. The results of the study found that total references to men’s life were found 94 while as the references to women’s life were only 16. The study also reveals that women in the textbook have been portrayed in their traditional roles.

Nischol, K. (1976): Women and Girls as Portrayed in the English Language Textbooks Published by the Central Institute of English Hyderabad. The study was conducted with the purpose to examine the English language textbooks on the basis of women and girls portrayal in terms of stereotype, inconsistent and equality. The study reveals that males dominated in the biographical references as compared to females by 78 to 3. It has also been found that the male related stories are as high as 81 to 9 as compared to females. The study also found that women roles were limited and were depicted as non- achievers and non- initiators. These trends are visible both statistically and analytically.

Hartman, P. L and Judd E. L. (1978): Sexism and TESOL Materials. The Hartman & Judd examined TESOL textbooks and analyzed the images of women and men, firstness (the order of female/male mention), and stereotyped roles of both. They found that TESOL textbooks show sexist attitudes and values. Women have been discriminated in the textbooks; the ratio of males to females has been found to be 73% to 27%. The roles prescribed for women were conventional and narrow. However for men these roles are diverse. The researchers also initiated that male patriarchy dominated and feminine gender were depicted as self centered, egocentric and trivial, on the other hand masculine gender were depicted as supportive, sympathetic and pretentious.

Karen, L. Porreca. (1984): Sexism in ESL Textbooks. This study was conducted by Porreca (1984) to analyze Sexism in ESL textbooks. The investigator investigated 15 ESL textbooks and analyzed them on the basis of masculine and feminine ratio in textbooks and in the examples given. She however investigated firstness, occupation roles, repetitiveness of male and female nouns, gender based nouns, pronouns, prevalence and types of adjectives for both. The investigator reported that male dominance continues in ESL textbooks. She also held that although females are over half the population of U.S.A, they have been represented only half as compared to men in all the textbooks and examples given.

Szirom, T. (1988): Teaching Gender: Sex Education and Sex Stereotypes. The study points out that the present curriculum is very much designed to inculcate among girl students the feeling of passive, dependent and submissive, whereas boys are socialized to be active, independent and dominant.

Higgins, P.J. & Ghaffari, P.S. (1991): Sex Role Socialization in Iranian Textbooks. This study was conducted to investigate and analyze Persian language textbooks for elementary classes which were used in the reign of Shah Reza Pahlavi and after the commencement of Islamic rule. A comparative study was done to know the difference of sex role ideologies during the two reigns. Content analysis method was used to analyze the textbooks of elementary level. The study found that there is a significant difference of gender bias in the Iranian textbooks. The prescribed textbooks depict more male dominance than the females. Females were portrayed in traditional roles such as housewives, housekeeper etc. while as males were depicted as strong and active. The division of labor depicted in the content and visuals highlight traditional patriarchy.

Erinosh, S.Y (1997): Gender Stereotypes Belief and Practices in the Classroom: Nigeria. The researcher in this study examined 76 Science textbooks and found a

great inequality in gender representation in these textbooks. Out of the total 2995 pictorial illustrations, the males were 63.2% and females were only 36.8%. Furthermore, the study also found a total of 13,506 generic words (noun/pronoun), out of which 10211 generic words were for men that is 75.6% and 3296 words were for women that is only 24.4%.

Poulou, S. (1997): Sexism in the Discourse Roles of Textbook Dialogues. This study was conducted with a purpose to investigate the inequality in the discourse roles of male and female in dialogues of books for the purpose of teaching Greek as a foreign language. The investigator also examined the textbooks on the basis of frequency of speech according to gender, the total initiatives, and last utterances by each gender, and gender and language functions in the discourse. The investigator also analyzed gender inequality which is having negative impact on the pedagogical values and objectives of text dialogues. The investigator came to the conclusion that the male speakers dominated the textbooks and made maximum initial and final utterances and is more informational than women who are found to make maximum requests.

Anderson and Hamilton (2005): Gender Role Stereotyping of Parents in Children Picture Books: The Invisible Father. The aim of the present study was to investigate the representation of fathers and mothers and also analyzed stereotyped roles for both mothers and fathers. The results reveal that picture textbooks depict fathers as unrepresented than mothers. The textbooks depict fathers as unaffectionate and indifferent in terms of feeling, carrying babies and talking with children. While as textbooks depict mothers as affectionate, feeding children and more talkative with children. Mothers were depicted as making children disciplined than father and show more anger than their fathers.

1.6 STATEMENT OF THE PROBLEM

Content analysis of English language textbook of Jammu and Kashmir State Board of School Education for class 8th from Gender Perspective

1.7 OBJECTIVES OF THE STUDY

Following objectives are formulated by the investigator to fulfill the purpose of his study:-

1. To analyze the contents with reference to pictures used for each male and female in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.
2. To point out the number of times references were made to each male and female in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.
3. To identify the Stereotype activities and Non-Stereo type activities for male and female in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

4. To Point out the number of times Occupations indicated for each male and female in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

1.8 HYPOTHESES

The following hypotheses are formulated to empirically validate the above objectives:-

- There is no significant difference between male and female picturization in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.
- There is no significant difference between the number of times references were made to each male and female in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.
- There is no significant difference between Stereotype and Non-Stereotype activities indicated in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.
- There is no significant difference between male and female total number of Occupational activity indicated in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

1.9 OPERATIONAL DEFINITION OF VARIABLES

Content Analysis: Content analysis is a research method systematically evaluating texts and employed to make justifiable and logical conclusions by interpreting and coding textual material.

Gender Perspective: Gender perspective means taking into account gender based differences in English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

English Language Textbook: "A Textbook of English for class VIII- Tulip Series Book-8" that is the prescribed English language textbook for class 8th by Jammu and Kashmir State Board of School Education.

Jammu and Kashmir State Board of School Education: An autonomous body in the Indian state of Jammu and Kashmir for regulating the education from elementary to higher secondary school level.

1.10 DELIMITATION OF STUDY

(1)The study is limited to the analysis of the content of English Language textbook of Jammu and Kashmir State Board of School Education for class 8th from Gender Perspective.

(2)The Content Analysis is based mainly on analyzing the language textbook of English on picture depiction, male-female references, stereotypic and non stereotypic activities and occupations depicted in English Language textbook of Jammu and Kashmir State Board of School Education for class 8th.

(3)The study is limited to Jammu and Kashmir State only.

(4) The study is limited to only one language textbooks of Jammu and Kashmir State Board of School Education for class 8th.

1.11 RESEARCH METHODOLOGY

Method: The method employed for present study is content analysis of descriptive and statistical in nature.

Population: All the textbooks of Jammu and Kashmir State Board of School Education for class 8th comprise the population.

Sample: In the present study purposive sampling technique is used. English language text book of class 8th prescribed for all govt. and private schools affiliated to Jammu & Kashmir State Board of School Education is selected.

Tools used: In the present study the observation tool “Gender wise occurrence of evidence” prepared by Radhika Kharbanda is used. The Evaluation Tool comprised of four dimensions i.e, total picturization, occupational activities for both men and women, stereotype and non- stereotype activities for both male and female and total references (nouns/pronouns) related to both male and female.

Statistical tools used: Nominal scale of measurement and Chi- square test will be used in the present study.

1.12 ANALYSIS AND INTERPRETATION OF DATA

OBJECTIVE (1): To analyze the contents with reference to pictures used for each male and female in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

HO (1): There is no significant difference between male and female picturization in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Table no. 1.12.1

The total male and female picturization in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Gender	Name of the Book (with no. of pictures)	FO	FE	FO-FE	(FO-FE) ²	$\frac{(FO-FE)^2}{FE}$	X ² value	
Male	A Textbook of English for class VIII-Tulip Series Book-8 (67)	67	45	22	484	10.75	10.75	Significant
Female	A Textbook of English for class VIII-Tulip Series Book-8 (23)	23	45	-22	484	10.75	10.75	
							$\sum X^2 = 21.50$	

In the light of above table no. 1.12.1, the observed frequency of female pictures is 23 and male pictures are 67. The computed Chi- Square value is 21.50 which is quite significant at 0.01 and 0.05 level of significance which is 6.635 at 0.01 level and 3.84 at 0.05 level with 1 degree of freedom. The null hypothesis is rejected at both the levels because the computed Chi- Square value is greater than the tabulated value. It can be concluded that there are significantly more picturization of male than females in the textbook.

OBJECTIVE (2): To point out the number of times references were made to each male and female in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

HO (2): There is no significant difference between the number of times references were made to each male and female in the English language textbook of Jammu and Kashmir State Board of School Education For class 8th.

Table 1.12.2

Total number of times references were made to both male and female in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Gender	Name of the Book (Total References)	FO	FE	FO-FE	(FO-FE) ²	$\frac{(FO-FE)^2}{FE}$	X ² Value	
Male	A Textbook of English for class VIII- Tulip Series Book-8 (4308)	4308	4107	201	40401	9.83	9.83	Significant
Female	A Textbook of English for class VIII- Tulip Series Book-8 (3906)	3906	4107	-201	40401	9.83	9.83	
							$\Sigma X^2 = 19.66$	

In the light of the above table no. 1.12.2, the observed frequency with reference to the number of times references were made to male are 4308, and the number of times references were made to female are 3906. The computed Chi- Square value is 19.66 which is quite greater than 6.635 at 0.01 level of significance and 3.84 at 0.05 level of significance with 1 degree of freedom. The null hypothesis is rejected at both the levels because the calculated Chi- Square value is greater than the tabulated value. It can be concluded that there are significantly more number of times references were made to males than females.

OBJECTIVE (3): To identify the stereotype and non- stereotype activities for male and female in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

HO (3): There is no significant difference between stereotype and non- stereotype activities indicated in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Table no. 1.12.3

Total stereotype and non- stereotype activities for male and female in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Activity	Name of the Book (total activities) M+F	FO	FE	FO-FE	(FO-FE) ²	$\frac{(FO-FE)^2}{FE}$	X ² Value	
Stereotype	A Textbook of English for class VIII- Tulip Series Book-8 (30)	30	21	9	81	3.85	3.85	Significant
Non-stereotype	A Textbook of English for class VIII- Tulip Series Book-8 (12)	12	21	-9	81	3.85	3.85	
							$\Sigma X^2=7.70$	

In the light of the above table no. 1.12.3, the observed frequency with reference to the stereotype activities for both male and female is 30 and non- stereotype activities for both male and female is 12. The computed Chi- Square value is 7.70 which is quite greater than 6.635 at 0.01 level of significance and 3.84 at 0.05 level of significance with 1 degree of freedom. The null hypothesis is rejected at both the levels because the calculated Chi- Square value is greater than tabulated value. It can be concluded that there is significant difference in the representation of stereotype and non-stereotype activities in the textbook.

OBJECTIVE (4): To point out the number of times occupations indicated for each male and female in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

HO (4): There is no significant difference of total number of occupations for male and female indicated in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Table no. 1.12.4

Total occupational activities indicated for male and female in the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th.

Gender	Name of the Book (total occupational activities)	FO	FE	FO-FE	(FO-FE) ²	$\frac{(FO-FE)^2}{FE}$	X ² Value	
Male	A Textbook of English for class VIII-Tulip Series Book-8 (342)	342	225	117	13689	60.84	60.84	Significant
Female	A Textbook of English for class VIII-Tulip Series Book-8 (108)	108	225	-117	13689	60.84	60.84	
							$\sum X^2 = 121.68$	

In the light of the above table no. 1.12.4, the observed frequency with reference to the number of times occupations indicated for male are 342 and female occupational activities are 108. The computed Chi- Square value is 121.68 which is quite greater than 6.635 at 0.01 level of significance and 3.84 at 0.05 level of significance with 1 degree of freedom. The null hypothesis is rejected at both the levels because the Chi-Square value is greater than the tabulated value. Hence it can be concluded that there is significant difference of total number of occupational activities for male and female indicated in the textbook.

1.13 FINDINGS

Ho (1): There is no significant difference between male and female picturization in the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th.

Researcher found that there is significant difference between male and female picturization in the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. The book comprised of a total of 90 pictures. Among 90 pictures males are depicted in 67 pictures and females are depicted only in 23 pictures in “A Textbook of English for class VIII- Tulip Series Book-8” English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. It has been found that the male pictures outnumber pictures of females. It has been found that the males were depicted in outside places as compared to females.

The above mentioned finding is supported by the research study conducted by Erinosh, S.Y (1997): Gender Stereotypes Belief and Practices in the Classroom: Nigeria.

Ho (2): There is no significant difference between the number of times references were made of each male and female in the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th.

Researcher found that there is significant difference between the number of times references were made of each male and female in the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. Researcher found that total references were 8214 out of which a total of 4308 are related to males and 3906 references are related to females in the book “A Textbook of English for class VIII- Tulip Series Book-8” English Language Textbook of Jammu and Kashmir State Board of School Education For class 8th. It has been found that there is unequal representation with regard to the references in the English Language Textbook of Jammu and Kashmir State Board of School Education For class 8th.

The above mentioned finding is supported by Nischol, K. (1976): : Prakriti Vihin Purush: Delhi Prashasan Ke Shiksha Vibhag Dwara Prakashit Hindi Bhasha ki Pathya Pushtakon mai nari aur Balika ke Chitrana ka ek Adhyanana. The researcher in this study evaluated the Hindi language textbook “PrakritiVihimPurush” published by the Education Department of Delhi administration. And the study conducted by:

Karen L. Porreca (1984): Sexism in Current ESL Textbooks.

Ho (3): There is no significant difference between stereotype and non- stereotype activities indicated in english language textbook of Jammu and Kashmir State Board of School Education for class 8th.

Researcher found that there is significant difference between stereotype and non-stereotype activities indicated in English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. It has been found that there are 30 stereotype and 12 non- stereotype activities depicted in the English language textbook of Jammu and Kashmir State Board of School Education for class 8th. The findings of the study reveal that there is unequal representation of stereotype and non- stereotype activities and the stereotype activities outnumber non- stereotype activities in the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th.

The above mentioned finding of the study is supported by the research study conducted by David A, Anderson & Hamilton, Mykol (2005): Gender Role Stereotyping of parents in Children’s Picture Books.

Ho (4): There is no significant difference between male and female in total number of occupational activities indicated in English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th.

It has been found that there is significant difference between male and female in total number of occupational activities indicated in English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. The researcher found a total of 450 occupational activities of which 342 occupational activities are related to male and only 108 occupational activities are related to female in “A Textbook of English for class VIII- Tulip series Book-8” English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. The results of the study reveal that there are much more occupational activities of males than females in

English language textbook of Jammu and Kashmir State Board of School Education for class 8th. The book depicts men in wider variety of roles than females.

The above mentioned finding of the present study is supported by the research study conducted by Hartman, P.L & Judd E.L (1978): Sexism and TESOL Materials.

On examining the English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th. The researcher found gender bias in the textbook of English Language Textbook of Jammu and Kashmir State Board of School Education for class 8th.

1.14 DISCUSSION

The depiction in the pictures has a strong impact on the schema development of young children. The behavior presented in the pictures is deeply imbibed and its impact is so deep that it needs further research in order to analyze pictorial representation in other books also. If the books do not represent the achievements of women like Kalpana Chawla, the Indian woman Astronaut; Aruna roy, Political and Social Activist; Bachendri Pal, first Indian woman to summit Everest; Indra Gandhi, the first female Prime Minister of India etc. The children will remain uninformed about the tremendous contribution of women in the development of our nation. Literature reflects the socio cultural ethos of a society, but still our curriculum failed to appreciate the achievement of these she- hero women. These were the examples from the past but still nothing has been done to represent their contribution towards the nation.

Textbooks are an important source of information both for the students as well as teachers. It is necessary to take into cognizance the ways males and females are depicted in the school textbooks. The pictorial representation in textbooks has remarkable influence on children's thinking and the gender disparity depicted through them is a matter of great concern. The images which depict patriarchy in the textbooks have an important role in sustaining gender inequality in the society. In order to eliminate gender stereotype representation in textbooks the male and female can be shown in such roles as woman reading the newspaper, a girl playing football, a male making tea in the kitchen, a woman in doctors role, a woman as a police officer, woman moving outside the home, both boys and girls playing together, men fetching water, woman as a taxi driver, fathers taking care of children etc.

1.15 SUGGESTIONS

Gender equality is important for the progress of a community in particular and a nation in general. The present study has examined the English language textbooks of Jammu and Kashmir State Board of School Education for class 8th from a gender perspective. It is quite evident from the analysis of the textbook that besides having a policy of gender sensitization in the curriculum, gender stereotypes and inequalities still persists. In order to eliminate gender stereotypes and inequalities from the textbooks, following suggestions are most important:

- In the pictures of English language textbook of Jammu and Kashmir State Board of School Education the female pictures could easily be included equally where general things are described for example:
- In the book "A Textbook of English for class VIII- Tulip Series Book-8" page 2 titled "How Teachers Learn" there could be female teachers also.

- In the “A Textbook of English for class VIII- Tulip Series Book-8” page 33,34,35 titled “Polo- the king of games” there could be females in the pictures also.
- In the “A Textbook of English for class VIII- Tulip Series Book-8” page 42 titled “Julius Caesar” there could be more females in the pictures also.
- In the “A Textbook of English for class VIII- Tulip Series Book-8” page 102,103,105 titled “Rustum and Sohrab” there could be females in the pictures also.
- In the “A Textbook of English for class VIII- Tulip Series Book-8” page 115 titled “A Strange Trial” there could be more females in the pictures also.
- Application of gender neutral language in the textbooks.
- Avoid labeling any kind of job for a particular gender in the textbooks.

1.16 EDUCATIONAL IMPLICATIONS

- Representation in textbook content for both male and female should be equal in textbooks.
- In pictorial depiction equality should be maintained between men and women. Women should be equally depicted in the pictures of the textbooks.
- More examples of women’s achievement and contribution should be included in the textbooks.
- Women should be depicted in professional roles equally as compared to men.
- Language of the textbooks should be modified to eliminate gender stereotypes.
- In textbook pictures of women should be proportionately depicted in number as men.
- Stereotype activities should be minimized and non- stereotyped activities should be maximized in the textual and visual depictions in the textbooks.
- Occupational roles for both men and women should be equally included in the textbooks.
- The references for both men and women should be equal.
- Women should be represented equally in all the dimensions of the textbooks.

1.17 RECOMMENDATIONS FOR FURTHER RESEARCH

- Study can be conducted on other textbooks such as Urdu, General Science, Social Science, History, Geography and Mathematics of Jammu and Kashmir State Board of School Education.
- Study can be conducted on primary level textbooks of Jammu and Kashmir State Board of School Education.
- Study can be conducted on secondary level textbooks of Jammu and Kashmir State Board of School Education.
- Study can be conducted to find out gender disparity in titles and central characters in the textbooks of Jammu and Kashmir State Board of School Education.
- Study can be conducted to analyze role models, personality characteristics, cognitive ability, and achievement in different arena of life for both men and women in the textbooks of Jammu and Kashmir State Board of School Education.

- Study can be conducted to examine the illustrations in the textbooks of Jammu and Kashmir State Board of School Education.
- Study can be conducted to analyze other language textbooks such as Urdu, Hindi, Punjabi, Persian, Sanskrit and Arabic etc. on gender perspective.
- Study can be conducted to compare the equity and equality in the Public School and Government school textbooks.

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